DOCUMENT RESUME

ED 349 635 EA 024 190

AUTHOR Walsh, Anne, Ed.; Feistritzer, Patricia, Ed.
TITLE Capital Wisdom: Papers from the Principals Academy.
INSTITUTION National Catholic Educational Association, Washington, D.C.
REPORT NO ISBN-1-55833-118-2
PUB DATE [91]
NOTE 76p.
AVAILABLE FROM National Catholic Educational Association, 1077 30th Street, N.W., Suite 100, Washington DC 20007-3852.
PUB TYPE Guides - Non-Classroom Use (055) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Administrator Responsibility; Administrator Role; *Catholic Schools; Change Strategies; Computer Uses in Education; Elementary Education; Enrollment Influences; Inservice Teacher Education; Priests; *Principals; Private Schools; Religious Factors; *School Administration; School Holding Power; Student Recruitment; Teacher Orientation; Teacher Selection

ABSTRACT

During the 1991 National Catholic Principals Academy, 30 elementary school principals came together to sharpen their skills, to be exposed to new trends and ideas, and to be empowered as Catholic education administrators. This handbook is the result of sharing ideas and is a compilation of tried and true processes, "how to" advice, and practical suggestions. The papers are by multiple authors; most contain references, a list of contact persons, and sample forms or questionnaires. Included in the handbook are the following papers: (1) "Evaluation of the School's Catholicity" (Robert Doyle and others); (2) "Dear Father, You Are Cordially Invited" (Ronald Pere and others); (3) "Enrollment: Securing Our Future" (Margaret Balfe and others); (4) "In the Beginning: Orientation of the New Teacher" (Rebecca James and others); (5) "Involving Staff in the In-Service Process" (Carolyn Knipper and Deborah Suddarth); (6) "Getting Started as a Catholic School Principal" (Karen Bansemer and others); (7) "Development of the Catholic School Board" (Roberta Bailey and others); (8) "Computers in the School: Working Hard or Hardly Working?" (Magdalene Kabat and others); (9) "Introducing Change with Success" (Mary Ann Luby and others); and (10) "Looking for Saints: Hiring Catholic School Teachers" (Raymond John and Mary Jon Wagner). (MLF)

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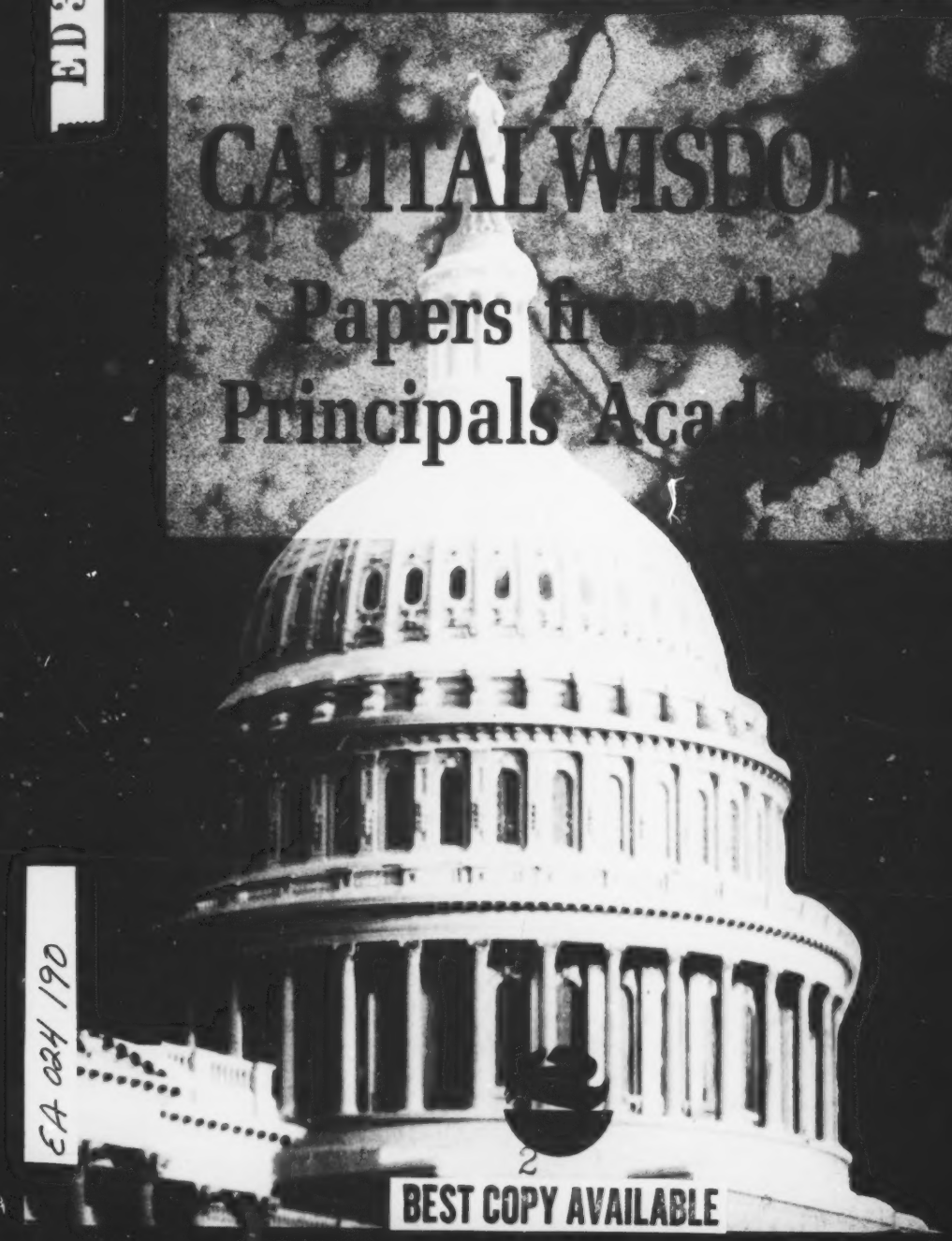
CAPITAL WISDOM

Papers from the Principals Academy



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NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION

CAPITAL WISDOM:
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ISBN No. 1-55833-118-2

National Catholic Principals Academy
July 1991

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Foreward

During the 1991 National Catholic Principals Academy, 30 elementary school principals came together in Washington, DC, to sharpen their skills, to be exposed to new trends and ideas, and to be empowered as Catholic education administrators. An important aspect of the Academy was sharing, exchanging and gathering ideas from input received and from each person's lived experience of Catholic educational leadership.

This handbook is the result of such sharing. It is a compilation of tried and true processes, "how to" advice, practical suggestions–all outcomes of the mission and philosophy of Catholic education. It is the result of the more experienced dialoguing with the less experienced, the dreamers with the more practical, and the experts with the learners.

This handbook is offered as a tool to assist you with some of the many procedures of your administrative responsibilities. It is also a tool whose use, we hope, will spark additional suggestions and ideas.

Evaluation of the School's Catholicity

To Teach as Jesus Did, the American bishops' pastoral, is pivotal to any meaningful consideration of the catholicity of a Catholic school. What is unique and distinctive about a Catholic school can easily be blurred. For a Catholic school to be true to its mission as an agent of change in this world, its Catholic identity must be evident and operative.

At the heart of this Catholic identity is the love of God and others that motivates and permeates relationships and daily activities. Beyond this core reality, *To Teach as Jesus Did* and subsequent church documents describe characteristics that identify the four essential and interrelated concepts of message, worship, community and service.

These concepts form an evaluative instrument in enabling leadership to get a perspective on the catholicity of a school.

Objectives:

1. To assist local school leadership with a means of accountability for the catholicity of its school
2. To contribute to the continuance of Catholic schools, not only as communities of academic excellence but also as viable and credible communities of faith
3. To provide an instrument for evaluation, reflection and growth

Process:

Phase 1: Administrator evaluation
Phase 2: Review results
Phase 3: Follow-up

Indicators of Catholic Identity

Principals, teachers, staff, students, parents and parishioners view each other as brothers and sisters in Christ.

The truths of the Gospel as proclaimed by the Catholic Church are taught with conviction.

Gospel values are incorporated into all aspects of school life.

A supportive environment enables the young to mature in the faith.

Students are challenged to live the gospel message.

An excellent and comprehensive program is provided by ministers of Catholic education.

Source: *The Religious Dimension of Education in a Catholic School,* Congregration for Catholic Education, Rome, 1988.

Phase 1: Administrator evaluation

Directions: Circle the response that best describes your school.

1. Consistently
2. Often
3. Sometimes
4. Seldom
5. Never

Message

There is evidence of systematic religious education.

1 2 3 4 5

Updated theological and liturgical materials are used.

1 2 3 4 5

Teachers are involved in ongoing religious formation and theological studies.

1 2 3 4 5

The life and values of Jesus are consciously integrated into the curriculum.

1 2 3 4 5

There is a definite effort between school and home to share faith activities.

1 2 3 4 5

Visible signs and symbols of Catholic faith are displayed.

1 2 3 4 5

The Bible is used as a primary source of religious education.

1 2 3 4 5

Worship

Daily prayer experiences for children and staff are provided to nourish a personal relationship with Christ.

1 2 3 4 5

Sacramental preparation and celebration hold high priority in the curriculum.

1 2 3 4 5

Liturgical celebrations and the liturgical feasts are opportunities for integrating life and prayer on a regular basis.

1 2 3 4 5

Faith stories and experiences are shared.

1 2 3 4 5

Time is scheduled for retreats and/or days of reflection.

1 2 3 4 5

Community

Specific means are provided for developing the Catholic lifestyle and spirituality of staff, students and parents.

1 2 3 4 5

The atmosphere is Christian and caring.

1 2 3 4 5

There is good morale.

1 2 3 4 5

Parents are an integral part of this faith and learning community.
1 2 3 4 5

Actions reflect what is stated in the school philosophy.
1 2 3 4 5

Students and their opinions are respected.
1 2 3 4 5

A cooperative relationship with the clergy is evident.
1 2 3 4 5

Service
Students are taught habits of heart and mind for service.
1 2 3 4 5

Students are involved in activities that reflect global awareness and environmental sensitivity.
1 2 3 4 5

Special consideration is given to those in need.
1 2 3 4 5

Specific outreach projects are done.
1 2 3 4 5

Phase II: Review of results
The entire staff reviews the results, identifies the weakest area and plans strategies.

Phase III: Follow-up

Worship	Strategies	Responsible Person	Timeline
Prayer	Whole school praying	Principal/student	Weekly/ ongoing
	Home room prayer	Home room teacher	Daily in classroom
	Faculty prayer	Principal	Every Friday before class

Sacraments			
Eucharist:	Teachers involve parents and children	Sacramental team	One meeting per month
Reconciliation:	Teachers involve parents and children	Sacramental team	One meeting per month
Confirmation: (If in 7th or 8th grades)	Teachers involve parents and children	Sacramental team	One meeting per month
Liturgy	Student involvement in preparation and participation	Principal/teachers/ music ministers/clergy	Once a month minimum
Faith Experiences	Two retreats outside school	Planning committee	Present to end of year
Theological Update	Each faculty member attends one program	Principal and faculty	Present to end of year

Resources

National Conference of Catholic Bishops, *To Teach as Jesus Did*, Washington, DC, 1972.

The Catholic Identity of Catholic Schools, Washington, DC, National Catholic Educational Association (NCEA), 1991.

What Makes a School Catholic?, Washington, DC, National Catholic Educational Association (NCEA), 1991.

Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School*, Rome, 1988.

Congregation for Catholic Education, *The Catholic School*, Rome, 1977.

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National Conference of Catholic Bishops, *Sharing the Light of Faith* (National Catechetical Directory for Catholics of the United States), 1979.

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Dear Father, You Are Cordially Invited...

Scene I: St. Regina and St. Robert School Office
Characters: Miss E. Ficient Cee, Secretary
Al Wayshere, Principal

Secretary: Father Never Present is on the phone.
Principal: Who?
Secretary: Father Never Present, the man who signs your paycheck.
Principal: Oh, him. What does he want?
Secretary: The police are at the rectory checking out a phone call about a stranger, dressed in black, who was seen on the playground while the children were at recess.

Scene II: Same, one year later.
Secretary: Principal Al Wayshere, Father Ever Present is in the school building again.
Principal: Not again. Can't he stay home once in a while? It seems like only seconds since he was here last.
Secretary: This time he wants the seventh grade to help him rearrange the rectory conference room.
Principal: Didn't he just do that with the eighth grade?

Father Never Present and Father Ever Present are two ends of the spectrum of parish priests' involvement in our Catholic schools today. Each principal needs to find the place on the spectrum that best fits his or her situation.

Catholic schools exist when they are valued both by those who use them and by those who sponsor them. Students, faculty, staff and parents use the school. Bishops and/or priests usually

sponsor them.

According to canon law, the bishop designates the pastor as the ultimate authority who assumes responsibility for the school. Historically, there has been a "Lone Ranger" approach to pastoring as it relates to the school. This is no longer feasible or desirable. Since a transition to a collaborative style of pastoring has emerged, cooperation between the pastor and members of the pastoral staff is vital.

The role of the parish priest today is most complex. Since the seminary does not educate clergy to be professional educators, the principal needs to assist the pastor with his school-related responsibilities.

Catholic schools are sometimes perceived by parish priests as a burden, a financial drain, and a source of aggravation to the parish. What can a principal and/or school community do to change these perceptions and to foster the involvement and support of the parish priests?

Ironically, the primary answer is education itself. Priests need to be informed and updated regarding the role and function of a Catholic school in the parish community. The works of James Coleman and others in the area of educational research prove that Catholic schools are doing an excellent job. Academic test scores are high, values and ethics are emphasized. Academic standards are being met. Our priests need to know!

School leaders are also being educated in the value of planning ahead. Stewardship and development programs are being implemented around the nation. Although the reality of financial limitations must be recognized, programs and plans are being realized as a means to provide for the future financial needs of Catholic schools.

Again, research states that Catholic schools are so successful because, along with academic excellence, they facilitate the formation of a warm, caring community. Children feel that they belong, that they are special, that each has a unique gift. In order for this to take place, someone must touch the heartstrings.

Through the use of increasingly good public relations skills, the gifts our Catholic schools provide will no longer remain the Catholic Church's best-kept secret. Our Catholic schools are a treasure. Our priests need to know!

To our children, our parish priests are often the Christ figure. Whether they are talking on the playground; eating in the cafeteria, or giving hugs after Mass, our priests need to interact with the

children. We need to let our priests know how vital their presence is and how very much their ministry is appreciated.

What can the principal do to encourage the support and involvement of his/her pastor? Here are a few tips.

Communicate

- share feelings, philosophies and goals about the school
- share pertinent information that may affect attitudes toward the school
- establish procedures for the use of parish buildings
- include parish priests on all mailing lists
- schedule bimonthly meetings with the pastor to keep him updated on all areas of school life
- elicit the pastor's opinions and ideas as part of decision making

Update

- provide information about research findings, relevant educational issues, bishop's statement on schools, *Pastor's Digest* and other NCEA publications, needs, finances, challenges, struggles
- invite to special activities, classrooms, report card presentations, faculty gatherings, public relations photo opportunities (Let him know the worth of his visibility!)

Celebrate

- acknowledge his birthday, anniversary, holidays (He needs to know that he, too, is special and important to the school family!)

The ministry of principalship may not be an easy one. Nothing worthwhile ever is. Yet it is perhaps one of the most fulfilling vocations in the Catholic Church. When dealing with the parish priests, there may be trial and tribulation. Our advice is to persevere. Don't give up. Stick it out, try again and remember the value of unconditional love. Never lose sight of your purpose, your mission to those you serve.

References

Broccolo, Gerald T., *Coordinating Parish Ministries*, Department of Personnel Services, Archdiocese of Chicago, 1987.

Coleman, James and Thomas Hoffer, *Public and Private High Schools: The Impact of Communities*, New York, Basic Books, Inc., 1987.

O'Brien, J. Stephen, *Mixed Messages: What Bishops & Priests Say About Catholic Schools*, Washington, DC, National Catholic Educational Association, 1987.

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Enrollment: Securing Our Future

Did you ever think that news of Catholic schools would make the front page of the *Wall Street Journal?* Or that Peter Jennings would feature Catholic schools on a segment of "American Agenda"? Well, it was and he did!

These things happen because Catholic schools are realizing the importance and benefit of sharing our story. This is marketing.

We believe that Catholic schools are a gift to our nation and our world and that this message needs to be proclaimed. Awareness of the contributions of Catholic schools will help to increase and maintain enrollment. It is imperative that individual schools, regions and diocesan systems plan and implement marketing strategies in order to secure their future.

We offer here an effective plan for the formation of an enrollment committee and give practical strategies to help your committee fulfill its goals. The committee will address both the areas of recruitment (attracting new students) and retention (keeping present students until graduation). Four tasks are necessary for the establishment and implementation of this committee.

Assessment

Determine the needs of your specific school through the use of a survey instrument. (See Appendix A) Before you can effectively market any product, it is necessary to know the product and the prospective clientele. Perceptions are not always realities, but it is important to be aware of both. By conducting a survey, you will be able to understand clearly what the needs of your clientele are, as well as their perceptions about your school. Any effective survey needs to be custom-made for the local community.

Planning

Developing an enrollment program for your school will involve a variety of people. If you have a development person on staff, he/she can assume leadership of the program. If not, the principal can be the initiator.

The principal chooses a chairperson for the enrollment committee. This person needs to be carefully selected. A person with a strong committment to the school and its future, as well as one possessing the necessary skills and a willingness to work hard is the ideal chairperson.

The chairperson and principal review the results of the survey. From the information gleaned, they set goals and objectives and begin to put together the enrollment committee.

This committee should consist of four to 12 members, depending on needs. Choose committee members based on skills and areas of expertise. Consider people who "have connections."

A marketing skills background is helpful in this selection but not essential.

The purpose of the enrollment committee is to work with the principal to increase the enrollment of the school or to maintain its current enrollment through the development of a plan of action. Refer to Appendix B for a sample plan of action and to Appendix C for the elements of a successful recruitment/retention plan.

Implementation of the plan

The entire committee chooses specific activities and develops a timeline. A myriad of recruitment and retention activities have been shared in recent educational publications. Some examples are: Open House, Spirit Day, Catholic Schools Week activities, direct mailings to various groups, student newspapers, and intramural sports. We have included a list of suggested activities in Appendix C. Tap the creative energy of your committee members to develop your own list.

The chairperson asks for or assigns a coordinator from the committee members for each individual activity. Each coordinator recruits volunteers to carry out the work of his/her activity. This provides yet another opportunity to draw people into the life of the school and thus helps to secure its future. The coordinators are responsible for completing the Project Profile (Appendix D) and communicating progress to the principal and chairperson. The Profile provides an ongoing record of the project and serves as an evaluative tool.

Some additional tips that you might find helpful are:

- Attempt to be faithful to your timeline.
- All committee members are ambassadors; be positive ambassadors.
- Estimate costs for every activity.
- Make frequent progress reports.
- Inform committee of any comments from the community regarding the school.
- Have courage and confidence!

Evaluation

At different points during the plan of action and at the end of the year, both informal and formal evaluation should be made by the committee at large. The following questions might be helpful in the process of evaluation.

- Are the goals and objectives being met?
- Has there been any change in enrollment?
- What comments have been made by the school/parish community with regard to the efforts of the enrollment committee?
- Are available resources being used to their full potential?

Our hope is that the formation of an enrollment committee will enable you to spread the Good News of your school and secure your future. Who knows—your school may be the next feature on Peter Jennings' "American Agenda"!

Appendix A: Sample Survey

These are sample questions which could be used on a parent survey. It is essential for each school to develop its own questionnaire.

Directions: check all appropriate items.

1. How did you first hear about St. Philomena School?
   - __ a. Through a friend who has/had children in the school
   - __ b. From a relative who has/had children in the school
   - __ c. From my children or their friends
   - __ d. Referral from a nursery school or previous school
   - __ e. Through the telephone directory
   - __ f. Through the media, e.g., newspaper ads or photos

__ g. Through my parish
__ h. Other (please specify)_____

2. Why did you consider St. Philomena School for your child?
__ a. Interested in a Catholic education
__ b. Wanted a more diversified program
__ c. Wanted a value-centered curriculum
__ d. Desired a greater academic challenge
__ e. Qualified, caring faculty
__ f. Wanted more personal attention for my child
__ g. Tuition cost
__ h. Other_____

3. How many children do you have?
__ a. One
__ b. Two
__ c. Three
__ d. Four
__ e. Five or more

4. How many children ages 5-13 do you have?
__ a. One
__ b. Two
__ c. Three
__ d. Four
__ e. Five or more

5. If you have children ages 5-13 who are not enrolled at St. Philomena School, please indicate where they currently attend school.
__ a. Public school
__ b. Private school
__ c. Catholic school

6. If your children (5-13) are not enrolled at St. Philomena School, please indicate why._____

7. Now that your child is attending St. Philomena School, to what degree have your initial expectations been fulfilled?
__ a. Very satisfied
__ b. Satisfied
__ c. Dissatisfied

8. Please grade the school in the following areas, by circling appropriate letter.
   A = Excellent B = Very Good C = Good D = Fair
   E = Needs Improvement

a.	Academic program	A B C D E
b.	Athletic program	A B C D E
c.	Art/music programs	A B C D E
d.	Atmosphere/tone of school	A B C D E
e.	Class size	A B C D E
f.	Child's value development	A B C D E
g.	Diversity of student body	A B C D E
h.	Extracurricular activities	A B C D E
i.	Helpfulness of report cards	A B C D E
j.	Improvement over previous school	A B C D E
k.	Parent/teacher communication	A B C D E
l.	Parental involvement in school	A B C D E
m.	Peer relationships among students	A B C D E
n.	Preparation for secondary school	A B C D E
o.	Quality of faculty	A B C D E
p.	Religious instruction	A B C D E
q.	School's facilities	A B C D E

9. Generally speaking, how do you rate the school's performance in developing your child:

   Academically
   __ a. Excellent
   __ b. Good
   __ c. Fair
   __ d. Poor
   __ e. Not sure

   Spiritually
   __ a. Excellent
   __ b. Good
   __ c. Fair
   __ d. Poor
   __ e. Not sure

10. Do you feel that there is a good working relationship between:

22

The students and the principal?

__ a. Yes
__ b. No
__ c. Not sure

The students and the faculty?

__ a. Yes
__ b. No
__ c. Not sure

11. What is your single best source of information about the school?

__ a. Personal contact with teachers
__ b. My children or other students
__ c. Other parents
__ d. Principal's letters
__ e. Parents Club

12. Do you feel that you receive enough information about the school on a regular basis?

__ a. Yes
__ b. No

If no, how do you think communication between the school and parents could be improved?

_____
_____
_____

13. What are the main strengths of St. Philomena School?

_____
_____
_____

14. What areas of school life need improvement?

_____
_____
_____

15. Additional comments.

_____
_____
_____

Appendix B: Plan of Action

Activity	Coordinator
July 1992	
Planning meeting of enrollment committee	Enrollment committee
August 1992	
Parent meeting /new students	Principal/pastor
Orientation of new students	Student council/ faculty/pastor
September 1992	
Room mothers meeting	Volunteer 1
PTA meeting/open house	PTA president/volunteer
October 1992	
School display of students' creative writing	Volunteer 2
November 1992	
Article about school in parish newsletter	Volunteer 3/principal
December 1992	
January 1993	
Catholic Schools Week activities in parish and school	Volunteers 4 and 5/staff
February 1993	
Distribute brochure to parents, parishioners, community leaders	Volunteer 6
March 1993	
Mail survey to school parents	Volunteer 7
Direct mail campaign to parents of parish's 4- and 5- year-old children	Volunteer 8
April 1993	
Open House for prospective students/ parents	Volunteer 9

May 1993 Grandparents' Day	Volunteer 10/staff
June 1993 Evaluation of year's activities	Enrollment committee

Appendix C: Elements for a Successful Recruitment/ Retention Program

I. Involvement of many people
   A. Students (past and present)
   B. Parents (past and present)
   C. Faculty
   D. Administrators
   E. Development director (local and/or diocesan)
   F. School secretary/support stafff
   G. Community people/professionals/business/clergy

II. Get your message out through
   A. Media
   B. Newspapers: local, diocesan, school/parish
   C. TV: cable, local
   D. Public service announcements (PSA)
   E. Word-of-mouth
   F. Parish bulletin
   G. Billboards
   H. Special school/parish publications
   I. Brochures/other printed material

III. Create a salable product
   A. Programs
      1. Quality academic based on Christian values
      2. Varied extracurricular activities
      3. Extended care programs, if needed
      4. Effective athletic and fine arts programs
      5. Learning centers utilizing modern technology
      6. Special needs
      7. Service

   B. Climate
      1. Warm and caring

2. Welcoming and enthusiastic secretary/faculty/students
3. Spirit of cooperation between parish, school and community
4. Willingness by principal/faculty/staff to become involved in community affairs

C. Physical facility
   1. Warm reception area (entrance hall)
   2. Well-maintained building, grounds
   3. Attractive, meaningful displays
   4. Sufficient space to meet educational needs

Suggested activities for recruitment and retention:

- ✓ Home visits to parents with students entering kindergarten
- ✓ Camps (athletic or academic) for students grades 5-8
- ✓ Quarterly school publication to all parishioners
- ✓ Preschool story hours
- ✓ Invite parents of each home room to family-style lunch
- ✓ Second-graders send First Communion notes to CCD second-graders
- ✓ Breakfast for all First Communion students sponsored by the school or by the enrollment committee
- ✓ Develop A.V. presentation for civic groups/cable television
- ✓ Sponsor Grandparents' Day
- ✓ Open House including information, tour and social gathering
- ✓ Parish bulletin announcements/local media/newspaper coverage
- ✓ Visits (and printed materials) to day care centers and nursery schools
- ✓ Kindergarten visit day for prospective students and their parents
- ✓ Tours of school readily available for interested parents
- ✓ Personally invite parishioners from parishes without schools to home/school meetings and/or school activities
- ✓ Write letters/cards to parish shut-ins/nursing home residents

- ✓ Student participation in community educational fairs and contests
- ✓ Send "happy baptismal" cards to all babies and their families
- ✓ Provide car-pooling plans for parents
- ✓ Congratulatory notes to students who make the news
- ✓ Distribute printed materials to real estate offices, doctors, dentists, etc.

Appendix D: Project Profile

Project:_____ _____

Beginning date:_____ Ending date:_____

Captain:_____

Target:_____

Goal:_____

Coordinate with other activities:_____

_____

Budget: _____

Names and phone numbers
of volunteers:_____

_____

Needs from school
office:_____

Ideas/suggestions:_____

_____

Evaluation:_____

_____

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In the Beginning: Orientation of the New Teacher

In the beginning, new teachers are in darkness. The principal says, "Let there be light!" The principal then separates those whose feet are firmly fastened to the earth from those whose heads are wavering in the sky. Separating the new from the old, the principal calls the new teacher "novice," and the experienced teacher "mentor." Then the principal says, "Let us dialogue on how best to nurture the tiny seed of teaching, so that it will bring forth every hidden treasure from within." The principal sees that it is good.

The concept presented in this Genesis-like scenario is more formally stated in *The Pre-Service Formation of Teachers for Catholic Schools:* "The mission of Catholic education can be realized to the degree that competent educators are committed to striving toward Christian maturity and professional ministry in our Catholic school."

Educational research has shown that new teachers have expressed needs in several areas during their first years of teaching. These areas include: faith community, classroom management, classroom discipline, academic assessment of students, parent communication skills and instructional skills.

This paper will offer suggestions for planning an orientation process for the new teachers' expressed needs and those perceived by the administration. In this process, experienced teachers may be used as mentors, based upon their recognized proficiencies. A mentor teacher is one who has shown mastery in one or more areas and acts as a resource person and guide for the new teacher.

This process may not be needed for every new teacher. The use of a needs assessment, such as the model provided in Appendix A, will indicate some direction to follow for each individual teacher. It is possible that needs other than those stated in the model may surface.

Purpose

A mentor program within a school serves many purposes. It enhances intrafaculty faith community by facilitating communication, developing personal relationships, and solidifying the Catholic identity of the school. As mentor and mentee work together, they share on various levels. They talk about how to deal with students, how to deal with parents and staff. They exchange information about the easiest ways to get materials, fill in forms, and perform the daily tasks of teaching.

Developing this everyday "task kind of sharing" builds a level of security and camaraderie. Once that level is achieved, the discussion of issues central to the identity of Catholic education can be discussed and implemented.

Through the mentor program, a new teacher develops proficiency with classroom skills, improves instructional techniques, and deepens interpersonal relationships with other staff members.

For the mentor teacher, the process allows for the recognition and use of his/her expertise and, further, provides for ownership by allowing the mentor to impact the instructional process throughout the school.

This process is also invaluable for the principal who tries to pursue the role of instructional leader. It will enable the principal to build the morale of returning staff by recognizing their strengths, and to provide a method of thorough and constant monitoring of new teachers. It gives the principal supportive documentation should need for it arise at a later date. Since persons from many different countries immigrate to the United States, a principal may use this process not only for a recent graduate of a teacher training program, but also for a person unfamiliar with the American educational system.

Initial process

The process begins with diocesan and local level orientations. This is followed by the distribution of surveys to new teachers and returning staff. (See Appendices A and B) The new teacher indicates perceived needs, and returning staff identify strengths and/or

proficiencies. The principal then reviews the surveys, adding input.

During the first two weeks of school, the principal makes three or four short informal observations of the new teacher, which adds further information to the new teacher's survey. The principal dialogues with the new teacher and together they reevaluate the initial needs assessment. The new teacher, in conjunction with the principal, fills in the form (Appendix C) outlining areas to be worked on. The principal then assigns the new teacher a mentor by matching needs with skills.

Ongoing process

The mentor works with the new teacher through classroom observation and scheduled meetings. The results of the observations and/or meetings are discussed, recommendations for improvement are made, a timeline is set and a copy of this document is given to the principal. (See Appendix D)

The new teacher practices the recommended skills or procedures which have been outlined in the plan. The mentor teacher and new teacher meet at scheduled times to evaluate progress in target areas. The principal also makes periodic informal observations of and confers with the new teacher. Monthly meetings are scheduled with principal, mentor and new teacher to inform the principal of areas of progress. When the principal and mentor teacher, in conjunction with the new teacher, reach consensus that an area has been improved satisfactorily, another area is emphasized.

In some instances, the new teacher concentrates on more than one area at a time. For example, the new teacher's needs may require assistance in classroom management skills and parent communication skills. Classroom management skills might take a long time since it is a multifaceted topic. Parent communication skills cannot be postponed because parent-teacher conferences, letters home, and phone call communication with parents take place from the beginning of the school year. These areas, then, can be worked on simultaneously, perhaps using two different mentors.

Timeline

The timeline given below summarizes the beginnings of this mentoring process. The rest of the timeline should be worked out according to the goals, objectives and areas defined in the appendices.

Upon hiring	Do needs assessment
August	Diocesan and local orientation of new teacher
	Administer strength/proficiency survey to returning teachers
September (1st & 2nd weeks)	Administrator does informal short observations and meets with teacher to reevaluate initial needs
September (3rd week)	New teacher pairs up with mentor teacher to outline goals and objectives
Set dates	To begin implementation of goals and objectives
	To evaluate progress with mentor and new teacher
	To meet with administrator, mentor and new teacher

Central to the Catholic identity of our schools is an attitude of caring, concern, support and praise within the school community. In keeping with this spirit, the principal and the mentor teacher(s) should take care to offer consistent encouragement and praise so that the new teacher will realize his/her value in the ministry of Catholic education.

Resources

Bercik, J.T. and S. Larsen, "A Survey of the Induction Year: Perceptions of the Experienced Educator," *Illinois School Research and Development*, Fall 1990, pp. 20-28.

The Pre-Service Formation of Teachers for Catholic Schools, Washington, DC, National Catholic Educational Association, 1982.

Teacher Evaluation Handbook, Department of Education, Diocese of San Jose, 1983.

Appendix A: Needs Assessment for New Teacher

Based upon your personal knowledge and student teaching experience, in which areas would you like some focused assistance? (Rate your answers, considering 5 the highest degree of need, 1 the lowest degree of need.)

_____Building faith community	_____Classroom discipline
_____Assessing student skills	_____Parent communication
_____Classroom management	_____Teaching fine arts
_____Teaching language arts	_____Teaching mathematics
_____Teaching reading	_____Teaching science
_____Teaching social studies	_____Teaching religion
_____Familiarity with church documents on education	_____Facility with school forms/procedures

_____

Teacher (signature/date)

Appendix B: Strength/Proficiency Survey for Experienced Teachers

Based upon your experience, in which areas do you have the greatest proficiency? (Rate your answers, considering 5 the highest degree of proficiency, 1 the lowest degree of proficiency.)

_____Building faith community	_____Classroom discipline
_____Assessing student skills	_____Parent communication
_____Classroom management	_____Teaching fine arts

_____Teaching language arts

_____Teaching mathematics

_____Teaching reading

_____Teaching science

_____Teaching social studies

_____Teaching religion

_____Familiarity with church documents on education

_____Facility with school forms/procedures

_____

Teacher (signature/date)

Appendix C: Selection of Areas for Development

Based on

_____ initial needs assessment

_____ two-weeks' classroom experience by the new teacher

_____ administrator's informal observations

the following areas have been selected for further development

by _____

(name of new teacher)

Area one:

Area two:

Area three:

Area four:

_____

New teacher (signature/date)

cc: to teacher
to teacher's file

Appendix D: Teacher Performance Plan

New teacher:_____ **Mentor teacher:**_____

	1	2	3
Goal(s): (What will be done?)			
Objectives: (How will it be done?)			
Method of data collection: (How will success of the goal be measured?)			
Timeline: (Achieved by when?)			
	____achieved ____in progress ____not achieved Date:_____	____achieved ____in progress ____not achieved Date:_____	____achieved ____in progress ____not achieved Date:_____

Rebecca James, CSJ
St. Mary's Elementary School
Pittsburg, Kansas

Judith Perkowski
St. John the Baptist School
Milpitas, California

Monica Sesko, SFCC
Saint Joseph School
Summit, Illinois

Involving Staff in the In-Service Process

Educational research has repeatedly demonstrated that introducing change in teaching is a process which requires training in both content and method of instruction. Teachers and administrators realize that learning is a life-long process, therefore schools provide the perfect environment for challenging educators to improve their teaching skills so as to meet societal demands and to provide the best possible and most relevent student instruction.

An effective in-service program is a means of organizing and involving staff members in this change process. This in-service program has several purposes:

- to gain new knowledge and understanding of the content and process of education
- to gain an understanding and appreciation of the growth and development of students
- to provide for evaluation of school programs, citing both strengths and weaknesses in a continuous effort of school improvement
- to provide an environment where administrators and staff can work together to acquire the skills and methods necessary for making improvements
- to bring cohesiveness to the school's instructional program
- to unify and involve the total staff in understanding the educational language, philosophy and program development unique to the school
- to enable teachers to study alternative approaches, and to select the information and methods that will enhance their capabilities as educators
- to strengthen the self-confidence of each teacher through mutual sharing

Many times in-service programs are planned as one day or half-day presentations given by visiting experts, area educators or administrators. These are held on a local, regional or diocesan level, with little regard for implementation, assistance or follow-up assessment. Under these conditions, initial enthusiasm seldom leads to lasting or effective change.

Research has shown that relatively few teachers, presented with new approaches to teaching, will make the skill a part of their regular practice unless there is an opportunity to learn theory, practice the theory with feedback, and receive additional instructional input as needed.

Gene Hall, in his report to the American Educational Research Association in 1982, identified seven levels of use of new learning by teachers. They are: non-use, orientation, preparation, mechanical use, refinement, integration, and renewal. Many in-service programs address only the orientation or preparation levels. It is important that teachers and administrators work together to progress through the other levels with an effectively planned program.

Many sources of information are available for presentation at the orientation level. These include:

- NCEA
- Association for Supervision and Curriculum Development (ASCD)
- Master Teacher
- published materials
- public school districts
- diocesan or regional offices
- textbook consultants
- state department of education consultants
- colleges and universities
- health care agencies

All of these resources enable teachers and administrators to gain new information, which can be used most effectively when followed by an organized program of development, with the encouragment by the administrator, at the local level.

School model

Let's visit St. Regina School to observe the in-service process as it can be used to enable the staff to work collaboratively toward growth.

Mr. Roberts, the new principal of St. Regina, arrives at the

school and discovers that the diocesan office does not have an in-service program for use by new administrators. Furthermore, the school has not formulated goals for curriculum improvement.

Realizing the importance of teacher involvement in staff in-service planning, Mr. Roberts meets with the faculty prior to the opening of school for an all-day planning session. Although he could have arranged for another staff member or an outside person to serve as facilitator, Mr. Roberts decides to take that role. He leads the staff through a brainstorming activity during which they list the strengths of their educational program and areas for growth. The completed lists looks like this:

Strengths	**Areas for Growth**
-enthusiastic staff	-meeting individual needs of students
-supportive parents	-discipline
-warm, orderly environment	-motivation of students
-concern for students	-cooperative learning
-Christian values	-computer education
-cooperative staff	

The staff members then examine the areas for growth and each determines the area that he or she finds of most interest or concern. Each staff member indicates his or her choice on the master list, thus determining the priority concern for the entire group. The new list appears as follows:

Areas for Growth	
-meeting individual needs of students	I
-motivation of students	~~IIII~~
-cooperative learning	III
-computer education	II

The staff determines that student motivation is a priority interest. It will be a topic for in-service planning. Mr. Roberts invites three staff members to form an in-service committee to assist him in determining directives for staff consideration in regard to student motivation.

Mr. Roberts meets with the in-service committee for a discussion of several alternatives. The committee decides to provide articles for the staff regarding current research and methods of increasing student motivation. This is the first step in increasing

staff awareness.

The committee also invites a faculty member, recognized for successful work in student motivation, from the education department of a local university to meet with them. A full-day workshop is scheduled for late October.

Following the full-day workshop, teachers are encouraged to integrate the motivational techniques and theory presented into their own teaching. They are likewise encouraged to note which techniques and activities are of greatest benefit to increasing student motivation.

In early February, all staff members meet again to discuss problems and successes regarding student motivation, and to critique the effectiveness of the information gained during the October in-service. Teachers ask questions and list areas where clarification or additional information would be helpful. All teachers have an opportunity for sharing what they have learned and introduced in their classrooms.

The in-service committee decides to meet again to discuss the questions and concerns generated by the staff members, and to determine if additional support is needed in regard to student motivation. Committee members invite the instructor from the university to return in early April for an additional half-day session to address existing questions and concerns. The committee also suggests that some teachers may find it helpful to schedule visits with teachers in other schools to observe motivational techniques.

The staff members meet again in early May to evaluate the effects of the in-service programs. Because of the amount of input they have generated from the planning stage through the implementation stage, staff members are supportive of the program.

This process is enhanced by consideration of the following areas:

- the school benefits from administrator and staff participation
- the school budget allocates financial resources
- an ongoing staff development committee is established

Resources for Staff Development

Educational Leadership
Association for Supervision and Curriculum Development
225 N. Washington Street
Alexandria, VA 22314

Elementary School Journal
University of Chicago Press
Journals Division
P.O. Box 37005
Chicago, IL 60637

Journal of Staff Development
National Staff Development Council
5198 Westgate Drive
Oxford, OH 45056

American Association of School Administrators
1801 North Moore Street
Arlington, VA 22209

Exemplary Center for Reading Instruction (ECRI)
3310 South 2700 East
Salt Lake City, UT 84109

Institute for Development of Educational Activities (I/D/E/A)
259 Regency Ridge
Dayton, OH 45459

National Catholic Educational Association
1077 30th Street, NW, Suite 100
Washington, DC 20007-3852

National Council of States on Inservice Education
Syracuse University, School of Education
364 Huntington Hall
150 Marshall Street
Syracuse, NY 13210

National Diffusion Network
Division of Educational Replication
U.S. Office of Education, Room 3616
Seventh and D Sts., SW
Washington, DC 20201

New England School Development Council
85 Speen Street
Framingham, MA 01701

Research and Development Center for Teacher Education
Education Annex 3203
The University of Texas at Austin
Austin, TX 78712

Science and Mathematics Education Center
B 302 Ellsworth
Western Michigan University
Kalamazoo, MI 49008

The Network, Inc.
290 South Main Street
Andover, MA 01810

Carolyn Knipper, RSM
Holy Cross School
Rochester, New York

Deborah Suddarth, OSF
St. Charles Borromeo School
Fort Wayne, Indiana

Getting Started as a Catholic School Principal

When one undertakes a new job, the experience can be a "trial by fire." Depending upon the skill and stamina of the individual, as well as the support she/he receives, the person may or may not survive this initial trial.

Since the Catholic school system wishes to attract talented and dedicated individuals as elementary school administrators, we need to do everything possible to ensure their success, especially in their first year of administration.

The Catholic school system is unique. It is imperative, therefore, that new administrators in the system be aware of the components that make the system and [illegible] individual school work.

We offer some practical guidelines and a checklist which, when supported by central office personnel and monitored or modeled by a princi-PAL, will provide the security that leads to a successful ministry as a school administrator. The crucial element in this plan is the princi-PAL/mentor.

Princi-PAL

This mentor is an experienced principal who is willing and able to share expertise with the new principal. In some dioceses, the central office provides the mentor. In other instances, the new principal may need to find a mentor. In this situation, we suggest that the new principal select a former principal, ask the central office for suggestions, or seek advice from several principals in the area.

A princi-PAL must be a person who is committed to Catholic education, enthusiastic about participation in the ministry of administration, well-versed in all aspects of principalship, and convinced of the necessity of support for a fellow professional. The

princi-PAL's objectives are:

- to acquaint the principal with the uniqueness of Catholic school administration
- to provide the principal with practical knowledge to get from the ideal to the real
- to supply a checklist which will enhance the skills of the new school administrator

Central office

As soon as possible, the central or diocesan education staff will present the new Catholic school principal with information regarding his/her responsibilities in the following aspects of school administration:

- the Catholic identity of the school system, as defined by the pastoral *To Teach As Jesus Did*, with which both the principal and mentor should be well-acquainted
- the importance of religious education, as well as the sacramental and liturgical life of the school
- fiscal responsibilities and the budgetary constraints
- curriculum process and content for each subject area level
- personnel practices as defined by the diocesan and/or local handbooks
- documents, records and forms necessary for the various agencies

Key areas

A princi-PAL should meet with the new principal on an ongoing basis and discuss key administrative topics and issues as they unfold throughout the year.

As soon as possible after being hired, the new principal needs to become familiar with key areas of his/her responsibilities:

- parish and school personnel
- public school counterparts and services
- board relationships and procedures
- previous annual reports
- themes and goals
- local school handbooks
- budget information

Before the opening day, time and subject questions relating to curriculum must be resolved and the school calendar must be in place. Faculty in-service plans, including a review of discipline

and emergency procedures, should be made, and daily schedules and duties developed. Textbooks and other materials need to be distributed. Letters to parents, newspaper articles and public relations materials must be prepared. Student transportation must be checked.

Ongoing process

Once these initial concerns are addressed, the principal must become familiar with school reporting procedures and the standardized testing program. A plan for teacher supervision and evaluation must be in place. Attention must be given to the classroom environment, as well as to the maintenance of the physical plant.

To ensure ongoing progress, the principal needs to develop time management skills. An efficient filing system should be in place. Teacher interviewing and hiring procedures must be adequate to assure future quality personnel. The principal and staff also need to have ample opportunities for spiritual and professional growth.

As the new principal begins both these short and long-range preparations, a checklist is a most useful tool. The princi-PAL can assist the new administrator in making a checklist which reflects the needs of the particular school. The sample in Appendix A should help in getting organized.

Appendix A: The New Principal's Checklist

Handbooks

Philosophy and/or mission statement, faculty and/or parents handbook, discipline procedures, school board constitution/by-laws

Personnel

Hiring, supervision, evaluation of teachers; janitorial and clerical; transportation staff; before/after school care

Calendar

Scheduling, in-service opportunities, compliance with state/local requirements, sacramental dates, parents and/or school board meetings, conferences

Curriculum
Textbooks, annual testing, teaching aids, instructional supplies, special education, government programs

Budget
Salary scale, textbook allotment, subsidy, fund-raising, tuition/fee payments, invoices, tuition programs (i.e., SMART, F.A.C.T.S.)

Religious education
Sacramental preparation, liturgical opportunities, retreats, days of recollection, diocesan regulations

Records
Report cards, cumulative files, attendance, lesson plans, emergency procedures, health and/or safety, professional certification

Public relations
Local public school, newsletter, faculty bulletin, news media, parish publications, bulletin boards

Personal
Reflection, prayer, professional opportunities, time management, vacation

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Karen Bansemer
St. Paul the Apostle School
Joliet, Illinois

Gail Gelpi
Our Lady of Divine Providence School
Metairie, Louisiana

Charlotte Schuele, SSSF
St. Rose of Lima School
Crofton, Nebraska

Development of the Catholic School Board

The principal is the educational and spiritual leader of the board. In this leadership capacity, the principal needs to be aware of and sensitive to the uniqueness of the Catholic school board. The principal should help the board members to understand the nature of the church's shared decision-making process, as well as their need to develop a faith life.

Principals must lead the board to share in the teaching mission of the church by helping the membership to use their gifts and talents for the benefit of the school community.

Fostering faith life

Each Catholic school must be an example of a living faith community. Catholic schools are called upon to make faith real in the world. Board members too are challenged to witness to the presence and reality of the risen Lord in the community where the school is located.

Board members represent a variety of constituencies but their ministry calls them to put aside personal interest and work for the greater good.

A primary way to foster the faith life of the board is by facilitating liturgical and prayer experiences for members. The principal can integrate faith community experiences into board life by developing a prayer and liturgy planning committee as a board subcommittee. This group can assist with:

- planning prayer services and retreats, as well as prayers to begin each meeting
- planning a liturgy for board intentions
- commissioning board members in a public ceremony, i.e., on Catechetical Sunday

- planning a board appreciation Mass
- organizing a hospitality committee to provide a positive climate for board meetings
- providing social interaction between board members and faculty
- involving board members in Catholic Schools Week
- inviting board members into the school during special events
- recognizing birthdays and other special occasions for board members

In-service training

The principal needs to challenge the board to a higher level of skill development through in-service training. Many resources are available to help a board become more skilled in board work and in understanding the issues confronting Catholic education today. In-service training is a primary time for reviewing pertinent church documents such as *To Teach as Jesus Did* and the bishops' pastorals. In-service time can also be used to explore issues concerning liturgy, sacraments and religious education.

In-service opportunities can help deepen and clarify the board members' understanding of the teaching mission of the church, as well as their own special role in that mission.

Following are suggestions for board development.

- A 15-20 minute segment at the beginning of each meeting provides an in-service experience such as the discussion of a pertinent educational issue.
- Two or three hours several times a year allows for activities such as watching a video and following-up with discussion.
- A full day in-service one time during the board year can be used for a retreat day away from school or for training conducted by a consultant.

Shared decision making

In the pre-Vatican II church, laity were not actively involved in the decision-making processes for Catholic education. Vatican Council II called for the involvement of the laity and for a sense of shared decision making that involves pastor, principal and board.

In today's church, board members are called and chosen to be ministers by participating fully in the decision-making process. A minister is one who is called to service—one who serves in his or her own name at the request of or in the name of someone else. In

this sense of call and response, the church recognizes the ministry of the educational board.

The ministry of shared decision making is a theological principle. Vatican II states that each member of the church has a right and obligation to assist the church by offering time and talent so that its mission may become more effective. An important share of the responsibility for this mission lies with the school board as the policy makers who work with the principal in a spirit of cooperation and interdependence.

Our model of shared decision making is Jesus, who used apostles and disciples to teach the concept of shared ministry. He could have brought the good news of salvation alone but he chose to work though the gifts and talents of others. His criteria was not riches or fame. Rather, he chose individuals who were open, capable of growth, and capable of being human.

To make shared decision making a reality rather than just a theoretical idea, the board must have good communication skills and a positive relationship with the principal. The principal's report is an important tool for building good communication between principal and board.

Report to the board

The report serves to inform the board about the school so that board members can make knowledgeable decisions and act as a positive public relations agent within the community. The principal will want to share student, staff and school management information in reports to the board.

Student information. Board members are interested in the students' experience of school and the principal wants the board to be informed about school events. Therefore, the principal should regularly update the board on important aspects of student life in the school. Some items of interest may be:

- changes in school enrollment
- awards and honors given to the school or particular students
- field trips for students
- recruitment of new students
- special programs, assemblies, speakers and/or programs on topics such as substance abuse, career awareness, family life education and safety

Staff information. Although the staff works for the principal, the board is interested in the staff's welfare. The principal should keep the board informed of events such as:

- in-service training attended by the teachers and/or principal
- opportunities for parental involvement in the school
- awards and honors given to faculty members
- creative projects instituted by staff

School management information. Another key area about which boards need information is the management of the school. The board needs to be informed about changes and opportunities that may impact their work, such as budget and policy formation. The principal makes sure the board has current information so that they can make informed choices and decisions. Some items of information are:

- administrative implementation of board policy
- financial management, including a monthly budget update, development activities, fund-raising activities/calendar, and tuition collection/book fees
- results of standardized tests, health screening
- curriculum development and new textbook implementation
- technology implementation and plans for future expansion

Board mailings

Another effective method of fostering positive communication between the school and the board is a monthly mailing. This will give board members the opportunity to be tied into board work more than one evening per month. Providing members with ongoing information will better prepare them for board meetings and help to establish good relationships between the board and the school community. Following are some items to be included in board mailings:

- community-building information such as birthdays and special events of board members
- prayer assignments for each meeting
- minutes from the last meeting and agendas for the upcoming meeting
- any in-service information to be read ahead of time
- any memos or notices sent out to the school community, school newsletters or school papers

Effective Catholic schools of the future will have active boards who are informed about the school's mission, goals and programs. These boards will be in a position to set a vision for the future of their schools. Informed boards must also be models of a gospel community with a highly developed faith life that can serve as a foundation for their work.

Resources

Mary Benet McKinney, *Sharing Wisdom: A Process for Group Decision Making*, Valencia, CA, Tabor Publishing, 1987.

Debra Hintz, *Prayer Services for Parish Meetings*, Twenty-Third Publications, P.O. Box 180, Mystic, CT.

Debra Hintz, *Gathering Prayers*, Twenty-Third Publications.

Edward Hays, *Prayers for the Domestic Church*, Forest of Peace, Inc., Rt. One, Box 248, Easton, KS 66020.

Code of Ethics for Catholic School Board Members, Washington, DC, National Catholic Educational Association (NCEA).

Partners in Catholic Education, NCEA.

Distinctive Qualities of the Catholic School, NCEA.

The Board Member's Prayer, NCEA.

The Prayer of Catholic Educators, NCEA.

Building Better Boards Handbook and Video Program, NCEA.

School Board Study Programs I and II, NCEA.

Issue-Gram, a newsletter for National Association of Catholic Boards of Education members, NCEA.

The following are from the USCC Publication Department, 3211 Fourth Avenue, NE, Washington, DC 20017-1194.

To Teach as Jesus Did

The Challenge of Peace: God's Promise and Our Response

Economic Justice for All

Sharing the Light of Faith (National Catechetical Directory)

Teach Them

The Religious Dimension of Education in a Catholic School

Roberta Bailey, OSB
Central Catholic School of Citrus County
Lecanto, Florida

Ursula Butler, OSB
St. Genevieve School
Elizabeth, New Jersey

Mary Elizabeth Kearney
St. Anthony School
Columbus, Nebraska

Computers in the School: Working Hard or Hardly Working?

In many school environments, principals are dealing with a wide range of computer hardware. Teachers on staff have varied computer experiences and, at times, principals encounter attitudes that are resistant to technology. Some teachers think that computers are a "frill" and just something "more" to teach or use in their classrooms.

Teachers need to understand that computers are central to the technological reality of the 21st century. In order to facilitate an acceptance of this reality, principals need to model the use of technology in their work. Principals must keep their staff from utilizing computers for drill and practice only. Teachers should be guided to the understanding that computers are a tool for teaching and developing higher level thinking skills.

Therefore, administrators should:

- develop ongoing staff in-service in the use of computers
- demonstrate effective uses of computers for the teachers
- provide for the integration of computers into the learning process
- assume responsibility for the proper evaluation of computer usage in the instructional process

In order to initiate changes in the use of computers, the principal needs to become a role model, facilitator/motivator, and an instructional leader.

Role model

The principal needs to be the primary role model in promoting the use of the computer in the total school program through such activities as producing school bulletins, creating reports, designing birthday banners, and publishing school calendars.

Furthermore, the administrator should personally assess the current level of computer usage in the school, experience the software given to the students, and be an active participant in computer program in-service. Computer literacy is not a requirement just for students and staff.

Facilitator/motivator

In the role of facilitator/motivator, the principals needs to:

- provide each teacher with access to a computer
- encourage teachers to use release time for computer in-service
- compensate teachers who attend computer conferences
- solicit volunteers to expedite copying software
- allow teachers to take computers home during holiday periods
- have teachers share successes and failures at faculty meetings
- give awards and compliments for effective computer usage
- brainstorm with teachers on how to promote better teaching strategies
- develop opportunities for interdisciplinary projects

Instructional leader

As instructional leader in the school, the principal has specific tasks regarding the integration of computer use in the school. The principal needs to clarify the roles and expectations of each staff member. For example, when a computer lab is established in the school under the direction of a coordinator, that role is to be understood by all as one of *coordination*. The coordinator does not assume that which is the direct responsibility of the teacher. The teacher retains the responsibility for teaching the curriculum while using the lab and its technology to facilitate the learning process.

Furthermore, the principal oversees the integration of the computer in the curriculum by requiring teachers to indicate computer use clearly in their lesson planning. Should this lesson planning be vague or inadequate, the principal needs to provide additional training. The principal can also provide assistance and

encouragement by requiring teachers to use the computer for such things as record keeping.

The goal is to make sure that the computer becomes an integral tool in the educational process.

Teachers become primary role models for their students by utilizing the computer and demonstrating the proper care of computer equipment and software. Teachers can use computers to reinforce and enrich the educational objectives already taught in their classrooms.

Resources

A number of magazines, journals and professional organizations provide information and resources to facilitate growth in computer use. Local computer using groups (CUE's) are a great resource for sharing and information. Join a national organization, such as the National Educational Computer Conference (NECC) or the Institute for the Society of Technological Education (ISTE). Subscribe to a couple of magazines from the following list:

Microsoft Works in Education
Educational Technology
Electronic Learning
Educational Leadership
Journal of Educational Computing Research
The Computing Teacher
Instructor
Learning
Technology & Learning
Educational Researcher
Teaching & Computers

Magdalene Kabat, SSJ
St. Mary of Czestochowa School
Cicero, Illinois

Marian Clare Valenteen, SM
St. Anthony School
Oxnard, California

William Langley
St. Viator School
Las Vegas, Nevada

Introducing Change with Success

As competitors in the developing free-enterprise educational system of the 21st century, Catholic school leaders are building our tomorrows. The ability to effect quality change is critical. The following provides a model for administrators who wish to facilitate this quality change.

As administrators study the model (charted on the next page), we ask them to recall the story of the tortoise and the hare, and to identify with the tortoise. Success in implementing quality change will not be determined by how quickly administrators "run the race" or by how superbly administrators razzle dazzle others with their swiftness. We contend that change will be the result of comprehensive, thoughtful planning which entails "running the race" slowly but surely.

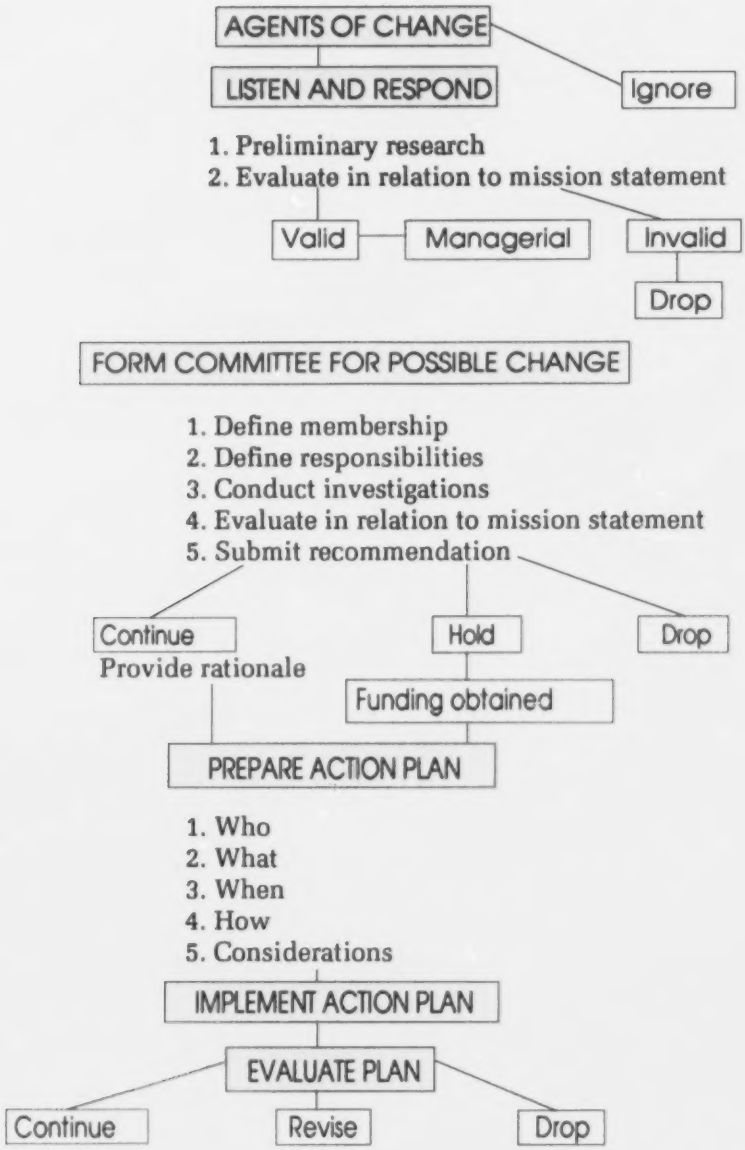
Many agents of change enter our lives. Administrators attend a meeting or conference and are intrigued with a new idea. A teacher sits at the lunch table and poses a problem or question to his/her peers. A student remarks in all sincerity, "I'm bored." A parent responds to an annual school evaluation survey. Each of these is a possible agent of change that provides an administrator with the opportunity to begin a slow but sure journey into the future.

The challenge has been made; let the race begin.

Agents of change

Agents of change include a variety of concepts, people and events. Conceptual agents of change include: diocesan, local and course mission statements; state department of education direc-

Introducing Change with Success



tives; and central office directives. In reviewing mission statements, directives and philosophies, administrators become aware of the need to change and/or introduce change in order to be who we say we are or to meet requirements. Annual reviews and recommitments to our philosophy should include time to be open to change and a willingness to dream.

People who initiate change include administrators, teachers, parents, students and community members. In the past year, a parent response on an annual survey and a teacher request initiated a consideration of expanding the kindergarten program 15 minutes each day. A class remark that "Mondays are boring" initiated a study of weekly mini-classes (on Mondays) for the next year.

Events can also initiate change. Through attendance at conferences and meetings, coursework and professional journals, administrators receive many ideas and inspirations.

When we encounter an agent of change, we can act and facilitate or we can react and do nothing. Thus, as administrators, the first questions we need to ask are: Will I listen with an open mind to this agent of change? Will I ignore or dismiss this agent of change?

Listen and respond

If an administrator chooses to respond openly to an agent of change, we suggest that he/she complete two initial steps. First, he/she will need to conduct preliminary research on the possible change. This research can be very informal: obtaining information from other administrators; verbal surveys of teachers, parents and/or students; brainstorming sessions with faculty; and reviewing written information about the suggested change. Formal research could include written surveys of teachers, parents and/or students; attendance at informational sessions; and/or a study of available materials.

Second, the administrator must evaluate the suggested change in light of the school mission statement and philosophy. The change needs to be compatible with, supportive of, and enhancing to the mission statement and philosophy. Ultimately change is initiated in order to enable our schools to live their philosophy more fully and faithfully. Therefore, this step is crucial to the success of any change.

Questions at this stage are:

- What are the characteristics of the suggested change?
- What are the positive aspects?

- What are the negative aspects?
- Is this change something our school would like to pursue?
- Will this change enable us to meet the needs of our students? staff?
- Will this change enable us to live our philosophy more fully?
- Is this change consistent with our values and vision?
- Is this a change that merits further investigation or can the administrator handle it managerially?

At this stage, the administrator has three choices. The first choice is to declare the idea invalid and drop it. The second choice is to declare the idea valid and handle it managerially at the administrative level. The third choice is to declare the idea valid and continue the change process through a staff committee. Examples of options two and three are indicated below.

Managerial	Committee
Extending kindergarten hours	Mini classes
Field trip opportunity	Dress code
Student council clash day	Study skills program
Advent prayer service	Soccer program

Remember: A turtle only makes progress by sticking out its neck.

Form committee for possible change

It is time to involve others more fully in the process. The administrator's enthusiasm and knowledge of the proposed change will enable him/her to generate interest and help in taking the next steps. The involvement of others will require a committee, keeping these steps in mind.

Define membership. To clearly define the membership of the committee, consider why you are choosing the members. Select members who will look at all facets involved and who have a clear understanding of the school philosophy and mission. Membership in the committee may include principal, pastor, teachers, parents, students and community members.

Define responsibilities. The members must understand their specific committee responsibilities as well as their overall responsibility to the school and its future. Specific responsibilities will be defined by the nature of the proposed change. Subcommittees may be necessary. Committee members do need to know who will make the final decision.

Conduct investigation. The investigation will include in-depth research, observations of existing programs, and attendance at workshops and in-services. Part of the investigation should include a cost analysis.

Evaluate in relation to mission statement. When the proposed change is understood more fully, the committee will evaluate it in light of the school philosophy and mission. If compatibility, support and enhancement exist, the proposed change continues to be viable.

Submit recommendation. The final recommendation of the committee should be submitted in writing. Three recommendation options are:

- Drop: Include reasons for a recommendation not to consider the change.
- Hold: If a proposed change is not financially feasible, it can be placed on hold until funding is secured.
- Continue: If the committee concludes that the program is viable and recommends continuance toward an action plan, the recommendation should include the rationale for continuance.

Prepare action plan

The action plan will include the why, what, who, when and how of implementing the proposed change.

- Why: Include the rationale submitted with the recommendation to continue.
- What: Name the tasks to be accomplished.
- Who: Individuals responsible for tasks should be identified.
- When: A timeline for preparation, implementation and evaluation should be determined.
- How: Prepare the budget; include resources and training.

In preparing the action plan, the administrator and committee

need to consider two key components. First, a unified approach to a completed action plan is essential. Including and informing faculty, staff, parents, students and community during the process will go a long way. Look for opportunities to plant seeds and reap benefits later. Saphier advises administrators to "involve all parties whose working conditions will be affected by the decision."[1]

Second, comprehensive planning is necessary and will take time. Sizer notes that "planning requires a major investment of time; the time needed to think through...matters carefully must not be underestimated."[2]

Implement action plan

Now that the finish line is in sight, keep the momentum going. It is important to communicate the action plan clearly and fully to all those affected. Ask for and consider the feedback of all parties involved. People feel a decision to implement is fair when administrators involve them in the change process and invite them to take ownership of the change.

Comprehensive support and appropriate training to accomplish the action plan are vital to successful, quality change.

Evaluate plan

Monitoring and evaluating the implementation of the change is essential. Include an evaluation process and timeline in the action plan. The evaluation process should include a component to ensure that the change is supportive of the school's vision and values. At the end of evaluation, options are: to continue the change, to continue with a revised version of the change, or to drop the change.

Our tomorrows will be changing continually. Just as the tortoise kept the finish line in sight, administrators for tomorrow need to keep the constancy of quality change before them in order to educate children for the 21st century.

Notes

1. Jon Saphier, *How to Make Decisions That Stay Made*, Alexandria, VA, Association for Supervision and Curriculum Development, 1989.

2. Ron Brandt, "On Changing Secondary Schools: A Conversation with Ted Sizer," *Leadership*, vol. 45, no. 5, pp. 30-36.

Mary Ann Luby
Sacred Heart School
Emporia, Kansas

Mary Sue Moser
Blessed Sacrament School
Omaha, Nebraska

Lyne Posey
Mary Immaculate Star of the Sea School
Key West, Florida

Looking for Saints: Hiring Catholic School Teachers

At a session of the 1991 National Principals Academy, a principal lamented, "I lose sleep over hiring new teachers. I'm always looking for saints to do all a Catholic school teacher has to do." Well, saints just aren't available. However, many qualified and dedicated teachers are ready and willing to work in our schools.

Hiring teachers for a Catholic school is a serious responsibility. Our teachers need to be much more than people who impart curriculum. They need to be professionally and personally qualified men and women who have a vocation for teaching rather than individuals needing a job.

In 1972 the American bishops stated: "This integration of religious truths and values with the rest of life is brought about in the Catholic school not only by the presence of curriculum but, more important, by the presence of teachers who express an integrated approach to learning and living in their private and professional lives." *(To Teach as Jesus Did)*

In 1977, Rome reminded us again of the type of teacher needed for Catholic schools: "By their witness and their behavior teachers are of the first importance to impart a distinctive character to Catholic schools." *(The Catholic School)*

Finally, the Code of Canon Law guides the principal in hiring: "Formation and education programs in a Catholic school must be based on the principles of Catholic doctrine, and the teacher must be outstanding in true doctrine and uprightness of life."

Are we looking for saints? Not really. But the hiring principal must clearly search for teachers who can live and teach our faith. By their personal witness and behavior our teachers must be able and willing to pass on our faith tradition to their students. Following are some guidelines to assist principals with the hiring process.

Pre-interview process

The pre-interview is as necessary as the interview itself. A principal must gather all available background on each candidate to be considered. Information, including academic credentials, previous employment, and personal experiences provides a clear backdrop. This backdrop highlights essential elements necessary in the selection of a quality candidate for the interview process.

The present assessment of the school with regard to returning teachers, letters of intent, formal appraisal outcomes, internal grade changes, enrollment and other factors will have an effect on the hiring of teachers.

Another phase of the process is to use good teacher placement centers such as colleges, universities, religious communities, publications with educational listings and local and diocesan education placement offices. The principal must identify the position and clearly indicate the needed preparation and skills. He/she must also request the applicant's portfolio of transcripts, various experiences and letters of reference. Each applicant is prioritized according to his/her character and preparation and the needs of the school.

Interview process: diocesan level

The diocese can be of tremendous help to the local principal. A basic screening of applicants can ensure that all the schools have some preliminary information. This screening can be in the form of brief interviews or simple application packets. (See samples, Appendix A)

The next step can be rewarding for both the diocese and the individual schools – a job fair. (See samples, Appendix B) This annual event can be jointly run by the diocesan office and the hiring principals. The advantage is that principals get a brief (10 minute) interview with at least 10 candidates. This gives a school a first glance at many qualified candidates.

At the same time, the applicant has an opportunity to meet principals and get a sense of the spirit of our schools.

After a job fair, the principals can recall an applicant for more

in-depth interviews. The preliminary work is done and the principal can spend the valuable interview time ensuring that the applicant truly desires to teach rather than just to have a job.

The diocesan office has one final responsibility. It is to make sure that all principals are constantly reminded of the critical importance of the hiring process, especially in light of the philosophy of Catholic education as stated in various church and episcopal documents.

Interview process: school site

There are many ways to interview. No one way is the right way. Again, it is important that the principal keep in mind the uniqueness of the Catholic school teacher and the demands of the position. We will demonstrate two methods: principal as sole interviewer and team interviewing.

Principal as sole interviewer. The principal selects an appropriate interview form or composes a set of questions so that comparative objectivity can be used among the applicants.

After this, the principal makes appointments for the initial interview. A 20-minute interview can determine the applicant's suitability.

During the interview, the principal makes sure the applicant is at ease. Remembering that the applicant needs to be professionally and personally qualified, the principal asks questions in both areas. Questions such as "Tell me about your present parish and your level of involvement" or "What are significant church issues today?" will quickly disclose the applicant's faith development. Questions such as "How would you develop a writing program for the third grade?" or "What would be your classroom management style?" will generate the professional qualifications of the person.

After reflection on the applicants, the principal will communicate the results to each individual and determine whether or not a second interview will be scheduled. For the second interview, use a standard in-depth instrument (i.e., SRI Teacher Perceiver) to look at specific educational themes or specific focuses. The principal reviews the outcomes and begin to formulate a decision.

Third interviews are scheduled with finalists. This interview is the practical one: review policies of the school, review mutual expectations, tour the premises, discuss open questions. After a discussion of the contract, the position can be offered.

The advantage of this process is that the school may not have

hired a "saint," but the principal is assured that the strongest person, professionally and personally, is now a member of the ministry team.

Team interviewing. For this method, the principal is part of a team that interviews. Since the Catholic school has the responsibility to foster "community," members of the community should be a part of the hiring process. The principal asks for volunteers from the faculty. This process works well with as few as three or as many as seven faculty members.

The applicant meets the interviewing team, which has prepared questions to ascertain his/her personal and professional qualifications. Over a period of 30-40 minutes, the applicant responds to questions regarding religion, curriculum, teamwork, background, educational issues and values. The principal acts as an observer and focuses on the interaction between the applicant and the faculty.

After the teachers have finished their questions, they ask the candidate to devise a teaching strategy from an object in the room, for example, a jar of jelly beans, a bouquet of flowers, a stack of business cards. A good question would be: "How would you use this item to teach math in the third grade?" The applicant takes a few minutes and then presents a short lesson.

Upon conclusion of the lesson, the principal takes part in the process. The principal asks a few questions for further clarity and information.

At this point the applicant is given time to make a concluding statement.

When the interview is over, the principal and faculty each write down a score from 1 - 5 (5 highest). For example, if there were six people in the room, an applicant with a 25 final score would have received something like: 4, 4, 5, 5, 3, 4 = 25. After a few interviews, it becomes very clear that one score is significantly higher than another. If two applicants are extremely close, they can come back for another round.

The advantage of this process is that it is extremely thorough and it gives the faculty ownership of the decision as well as a sense of support for a teacher they helped hire.

Conclusion

Like the administrator at the National Catholic Principals Academy, principals are always searching for the "saint." The

above hints and ideas can effectively ensure that the best possible person is chosen for ministry in our Catholic school.

Resources

Sacred Congregation for Catholic Education, *The Catholic School*, Washington, DC, U.S. Catholic Conference, 1977.

The Canon Law Society of Great Britain and Ireland, *Code of Canon Law in English Translation*, Michigan, William B. Erdmann Publishing Co., 1983.

Diocese of Oakland, *School Department Interview Materials*, Oakland, CA, 1990.

Group Interview Process of St. Joseph Elementary School, Alameda, CA.

Sacred Congregation for Catholic Education, *Lay Catholics in School: Witnesses to Faith*, Daughters of St. Paul, Boston, MA, 1982.

SRI Selection Research Inc., Lincoln, NE.

National Council of Bishops, *Teach Them*, Washington, DC, U.S. Catholic Conference, 1976.

Teacher Selection Process of the Catholic School Services, Toledo, OH.

National Conference of Catholic Bishops, *To Teach As Jesus Did*, Washington, DC, U.S. Catholic Conference, 1972.

See Appendices.

Appendix A: Sample Application Forms

THIS FORM IS BEING FILLED OUT BY APPLICANT WHO WILL BRING IT TO INTERVIEW.

Diocese of Oakland
SCHOOL DEPARTMENT
2900 Lakeshore Ave.
Oakland, CA 94610
415-893-4711

TEACHER APPLICATION PREVIEW

NAME _____ **DATE** _____

ADDRESS _____

PHONE _____

CURRENT POSITION _____

1. **Why are you interested in teaching in a Catholic School?**

2. **What grade level(s)/subject area(s) are you interested in teaching?**

3. **What special gifts do you bring to the teaching profession?**

4. **Is there an aspect of teaching that you would like to develop more fully? Please explain.**

5. **What is your willingness to go beyond the basics and pitch in on projects that are important to the success of the school?**

Please fill out and bring to your interviews. You will need to retrieve this sheet at the end of each interview in order to bring to the next interview.

REFERENCE FORM FOR APPLICANT SEEKING EMPLOYMENT IN OAKLAND DIOCESAN SCHOOLS

Please return this completed form directly to:

SCHOOL DEPARTMENT PERSONNEL
Diocese of Oakland
2900 Lakeshore Avenue
Oakland, CA 94610

Your assistance in completing this form is appreciated. All information will be treated with professional confidence within the guidelines noted below.*

(Applicant's Last Name) (First) (Middle)

(Name of Author of this Reference) (Organization or Firm) (Position)

(Address) (City) (State) (Zip) (Phone No.)

In what capacity have you known this applicant?_____

How long have you known applicant? _____

Is there any reason why this person should not be a teacher in a Catholic school?_____

	Poor Aver.	Below	Average	Above Aver.	Superior	Not Observed
Appearance						
Care of Person and Dress	___	___	___	___	___	___
Use of Oral and Written Language						
Ability to Express Thoughts	___	___	___	___	___	___
Ability to be Understood	___	___	___	___	___	___
Poise and Manner						
Approach, Bearing, Tact	___	___	___	___	___	___
Judgment						
Reasoning and Common Sense	___	___	___	___	___	___
Leadership Qualities						
Ability to Inspire and Direct Others	___	___	___	___	___	___
Potentiality						
Capacity for Future Professional Growth	___	___	___	___	___	___
Initiative						
Ability to Initiate Activities	___	___	___	___	___	___
Reliability - Dependability	___	___	___	___	___	___
Aptitude for Teaching						
Understanding Children	___	___	___	___	___	___
Co-operation with Associates	___	___	___	___	___	___
Overall Impressions of Applicant	___	___	___	___	___	___

Special strengths or weaknesses: _____

(Signature of Author of Reference) (Date)

***Note:**
In accordance with the Family Educational Rights and Privacy Act of 1974, all references prepared after January 1, 1975 are NON CONFIDENTIAL and are available to the applicant unless the applicant has waived this right by affixing his/her signature.

I hereby waive my right provided by the Family Educational Rights and Privacy Act of 1974 to inspect this letter of reference.

_____

BEST COPY AVAILABLE

Diocese of Oakland
SCHOOL DEPARTMENT
2900 Lakeshore Ave.
Oakland, CA 94610
415-893-4711

PRINCIPAL/TEACHER APPLICATION

PERSONAL INFORMATION:

NAME _____
(LAST) (FIRST) (MIDDLE)

ADDRESS _____
(STREET) (CITY) (STATE) (ZIP)

PHONE ( ) / ( ) SOCIAL SECURITY # - -
(DAY) (EVENING)

RELIGION PARISH PASTOR

ARE YOU A MEMBER OF A RELIGIOUS ORDER? IF YES, PLEASE SPECIFY:

POSITION APPLYING FOR: ___Principal ___Teacher
PREFERENCE: ___Full-Time ___Part-Time ___Substitute
Grade Level Preference: ___Elementary ___High School
___K - 3 ___4 - 6 ___7 - 8 _____
Subject

_____
Extra Curricular Interest

Geographic Preference:
____ South Alameda County ____ Central Alameda County
____ West Contra Costa County ____ Central Contra Costa County
____ East Contra Costa County

EDUCATION:

COLLEGE OR UNIVERSITY EDUCATION:

Institution	Location (city)	(State)	Major Subject	Dates Attended From - To	Graduation Date-Degree

GRADUATE WORK:

Institution	Location (city)	(State)	Major Subject	Dates Attended From - To	Graduation Date - Degree

GRADUATE UNITS BEYOND BA OR BS DEGREE_____

CREDENTIAL:

TYPE	ISSUING STATE	FILE #	DATE ISSUED	EXPIRATION

Has CBEST been taken ___Yes ___No Were test requirements met? __Yes __No
Do you plan to take/retake test __Yes ___No __N/A Date test will be taken____

EMPLOYMENT:

STUDENT TEACHING: (List last dates first)

School	City/State/Phone #	School Grade/s	Administrator	Dates of Service

EDUCATIONAL ADMINISTRATIVE/TEACHING POSITIONS: (List last employment first)

School	City/State/Phone#	Position Grade/s	School/District Administrator	Dates of Service

EMPLOYMENT: (Other than administration or teaching)

Employer (Name/address/phone#)	Dates	Position	Reason for leaving

REFERENCES:

PROFESSIONAL REFERENCES: (EDUCATORS ONLY - AT LEAST TWO ADMINISTRATORS)

Name	Professional Status	Address(City/State/Zip&Phone#)

CHARACTER REFERENCES: (NON-RELATIVES - AT LEAST ONE RELIGIOUS OR CLERGYPERSON)

Name	Professional Status	Address(City/State/Zip&Phone#)

Date available for employment_____ Referred by:(Ad,posting,person)_____

		YES	NO
1.	Have you ever had a teaching credential denied, suspended or revoked?	____	____
2.	Have you ever failed or refused to fulfill an employment contract with a school?	____	____
3.	Have you ever for any reason been suspended, dismissed or asked to resign from a teaching/administration position	____	____
4.	Have you ever been convicted of a criminal violation of law other than a minor traffic violation?	____	____
	Explain, if you wish, any "yes" answers in an attached statement.		
5.	Have you ever applied within the Diocese of Oakland before? If yes, where?_____	____	____

PLEASE WRITE A BRIEF ANSWER TO THE FOLLOWING QUESTIONS:

PLEASE WRITE A BRIEF ANSWER TO THE FOLLOWING QUESTIONS:

1. Why do you wish to teach/administer in a Catholic school?

2. What purposes do you feel Catholic schools fulfill?

3. Describe at least one strength and one weakness in relationship to your sought position.

4. What contribution can you make personally as a teacher/administrator in a school of the Diocese of Oakland?

HEALTH AND PHYSICAL CONDITION:

1. How much time have you lost from work or studies because of personal illness during the last three years?_____

2. Have you any organic or functional disorder or disease which would interfere with your normal performance of the job you are applying for? _____
If so, please explain._____
_____
_____

DIOCESAN STATEMENT OF NON-DISCRIMINATION

The Diocese of Oakland adheres to the following policy:
"All applicants of the Diocese of Oakland shall be employed without regard to race, color, sex, ethnic or national origin."

It is your responsibility to request official transcripts, CBEST results, references, and/or placement files be sent directly to this School Department Personnel. Original current credentials must be presented to the Personnel Department for verification when applying and a copy will be placed in your file. A physical examination may be required if the applicant is hired by one of the schools in the Diocese of Oakland.

CERTIFICATION

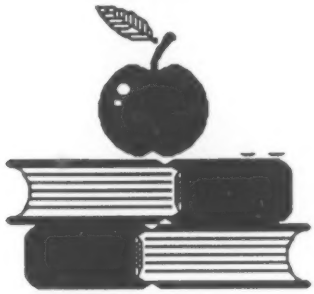
I hereby certify that the information presented in this application form is true and complete. I understand that any false statements shall be sufficient cause for disqualification or, if hired, dismissal. My permission is given for contact to be made with references and employers listed herein.

Application Processing Fee - ($25.00) enclosed.

_____
Signature

_____
Date

Appendix B: Job Fair Sample



WELCOME TO JOB FAIRE '91

April 20, 1991
Sponsored by the Diocese of Oakland, School Department

8:00 a.m.	Interviewers arrive
8:30 a.m	Applicants register at the reception table
8:30- 9:15 a.m	Applicants sign in for 10 minute interviews at the school of their choice. Schools are located according to county.
9:15 a.m	The gym will be cleared and applicants will be asked to go to the cafeteria where refreshments will be served.
Welcome	S. Rose Marie Hennessy, Superintendent of Schools
9:30 - 10:30 am	Interviews will be held as scheduled and all applicants are asked to leave the auditorium until your interview time.
10:30 - 10:45 a.m.	Break
10:45 - 11:45 a.m.	Interviews
	A bell will ring to indicate the times for interviews. When the bell rings, proceed to your next interview.
	Bell Code: 2 rings at 10 minutes 1 ring at 15 minutes

You may wait in the cafeteria or school yard.
No smoking in the school building, please.

If all interview schedules are filled please report to the main table and we will try to accommodate you.

Schedule of interviews on reverse side

Diocese of Oakland
SCHOOL DEPARTMENT
2900 Lakeshore Ave.
Oakland, CA 94610
415-893-4711

JOB FAIRE INTERVIEW

April 20, 1991

Interviewed: _____

1. **Why are you interested in teaching in a Catholic school?**

2. **What grade level/subject areas are you interested in?**

3. **What qualifications/experiences do you bring that make you feel you will be successful in teaching at this school?**

4. **What is your willingness to go beyond the basic and pitch in on projects that are important to the success of the school?**

5. **How would you handle a discipline problem?**

6. **How would you set up a new program in your classroom?**

7. **What do you think is the principal's role in the school?**

8. **Please discuss your philosophy of education and your approach to education.**

9. **What person, book, experience has most influenced your decision to be a teacher?**

10. **Do you have any questions of me?**

Interviewer: _____

Raymond John
St. Joseph Elementary School/ St. Joseph Notre Dame High School
Alameda, California

Mary Jon Wagner, OSF
Sts. Peter and Paul School
Sandusky, Ohio

National Catholic Educational Association
1077 30th Street, NW • Suite 100
Washington, DC 20007-3852
(202) 337-6232

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